

S
331.25922
A15G
1976
1



GUIDE TO APPRENTICESHIP

JUL 15 '77

STATE DOCUMENTS

Prepared by
The Apprenticeship Bureau
Division of Labor Standards
Department of Labor
1331 Helena Avenue
Helena, Montana 59601

Montana State Library



3 0864 1004 7210 2


FOREWORD

This guide has been prepared as a cooperative effort by the agencies that are actively involved in Apprenticeship and Training.

Our purpose is to provide information to assist student counselors in their guidance of pupils. This information should also prove valuable to the individual who is interested in becoming a skilled craftsman in the long established tradition of the industrial economy of our state.

There is today a critical need for the skilled hands and technical knowledge of the true craftsman. The opportunity has never been greater for a successful career through the skilled trades.

It is hoped that this guide will play at least a small part in the further development of Montana's industrial economy by pointing out to qualified young people the values of learning a skilled trade through apprenticeship.



Digitized by the Internet Archive
in 2010 with funding from
Montana State Library

SKILLED WORKERS NEEDED

The industries of Montana keep operating day and night to speed the production of goods and commodities needed by our ever-increasing population here in the state of Montana and the nation, as well as to meet the demands of the outside markets and the requirements of our national government.

The construction industry continues to expand in order to meet the demands for new homes, industrial plants, new shopping centers, and major commercial and institutional buildings. The large number of industries critical to the nation's defense located in Montana require more and more skilled manpower than at any time since World War II.

One of the essential ingredients of such industrial development and national security is manpower—skilled manpower. Skilled men are needed to design, process, and produce a wide array of finished goods and to develop and erect homes, factories, and other structures; also, to design and build highways, operate and keep in repair various kinds of equipment, appliances, and machinery. The Draftsman, the Machinist, the Plumber, the Electrician, the Carpenter, the Bricklayer, the Butcher, the Baker, the Printer, the Lithographer; all kinds of skilled craftsmen are necessary to maintain this growing industrial economy and to insure the nation's safety in time of emergency.

Where do these craftsmen come from? By what means are young men or women to be selected to fill the newly created skilled jobs and to replace older workers retiring or leaving the skilled fields?

Statistics prove that one out of every two persons employed within industry is either a fully trained, skilled craftsman, or a semi-skilled worker. Thus, the necessity for a continuous program of recruitment of new workers in order to meet the required need of skilled workers for our industries is apparent. Because an adequate supply of trained craftsmen is essential to a progressive industrial society and because such occupations offer opportunities for satisfying and remunerative lifetime jobs for many young people, school counselors and guidance directors should keep themselves fully informed in regard to this particular phase of our State's Program of Apprenticeship Training.

THE ORIGIN OF APPRENTICESHIP

Apprenticeship is an old custom, a heritage that goes back to the beginning of family life and the father-son relationship when fathers handed down to their sons rudimentary craft skills along with tribal lore. Naturally, such elementary instruction was haphazard and unorganized. Later, as economic life became more complex and workers began to specialize, the practice of binding (indenturing) youths to craftsmen other than their fathers began. As far back as the code of Hammurabi, 2100 B.C., there is evidence of the

legal regulation of apprentices. The records of Egypt, Greece, and Rome prove that apprenticeship was an integral part of the work systems of those cultures.

During the Middle Ages, the control of apprenticeship gradually passed from the craftsmen's guilds to the state, and in 1562 the first public apprenticeship law was enacted in England. In America, the apprenticeship system began when boys and girls from England were indentured to the early settlers after the methods of the English guild. Manufacturing was then on the small home-industrial stage.

There was little machinery, and of course, the simplest of tools. Apprentices were bound to the master for a period of years (usually seven) and were boarded and lodged by him with the paid workers in the family rooms above the shop or store. Under the law, the master was required to teach the apprentice reading, writing and arithmetic. For young people who could not afford to attend the private schools of that period, apprenticeship was the only kind of education available.

America's early apprenticeship system has been aptly described as "once a punishment for a debt, a penalty for idleness, a system of poor relief, and the earliest education institution." The coming of the industrial revolution changed all that. The rise of large-scale production resulting from improved machinery and mechanical invention caused the manual crafts to decline in prominence, largely destroying the personal relationship between master and apprentice and created in its place a more impersonal employer-employee relationship. Apprenticeship lost most of its educational aspects and soon declined in importance. Despite its shortcomings, the early apprenticeship system did enable many young people to acquire wage-earning skills and a modicum of general education.

During the years from 1935 to 1938, considerable discussion took place in the United States Congress in regard to the enactment of a piece of legislation that would place into the hand of government agencies the responsibility for stimulating Labor and Management, both from the national as well as from the local level. This legislation favored the utilization of skilled training through apprenticeship.

In 1937, during the 75th Congress, Public Act No. 308, better known as the Fitzgerald Act, was enacted and placed into the hands of the Secretary of Labor the responsibility for authorizing and directing the formulation and promotion of Labor Standards necessary to safeguard the welfare of apprentices employed in industry; to extend the applications of such standards by encouraging the inclusion thereof in contracts of apprenticeship to bring together employers and labor for the formulation of programs of apprenticeship; and to cooperate with state agencies engaged in the formulation and promotion of standards of apprenticeship and to cooperate with the Office of Education of the Department of Health, Education and Welfare in accord-

ance with Section No. 6 of the Act of February 23, 1917 as amended by Executive Order No. 6166, June 10, 1933. The Secretatry of Labor was further authorized to publish information relative to existing and proposed Labor Standards of Apprenticeship and to appoint National Advisory Committees to serve without compensation. Such committees should include representation of employers, labor, educators, and officers of other executive departments with the consent of the head of such department.

Montana's Apprenticeship Law was passed by the 27th Legislative Assembly and signed into law by then Governor Sam C. Ford on March 13, 1941. The Law has been amended in 1947, 1957, and 1963 in order to keep pace with training procedures and Federal Laws pertaining to veterans training and reimbursement procedures. The Law provides that the council be composed of three employer and three employee members. The employer members must be connected with a business that employs and trains apprentices. The employee members must be from an apprenticeable trade or craft and have served an apprenticeship. These six council members are appointed by the Governor for three-year terms and are the advisory body. The Law also provides for three ex-officio members as consultants and advisors with no voting power. They are the Supervisor of Trade and Industrial Education, Montana Department of Public Instruction, the Chief of the Employment Bureau, and the Commissioner of the Department of Labor and Industry.

To raise an apprenticeship program is thus a product of slow evolution. Many ills have been corrected through the earnest efforts of labor organizations, progressive employers and Federal and State agencies as well as individuals concerned with the welfare of youth. The apprentice of today enjoys many benefits but he must also measure up to higher standards and meet greater competition in order to enter into an apprenticeship program.

DEFINITIONS

Apprenticeship

Apprenticeship has been defined as a long-range training program having as its ultimate aim the making of a journeyman in a trade or craft. To put it another way, the primary objective of apprenticeship is to train efficiently to the degree of competence ordinarily expected of journeymen, the proper number of youths to meet the needs of industry for workers in skilled occupations. An apprenticeable trade must take at least two years of training to become a journeyman tradesman.

Method

Fundamentally, apprenticeship is an on-the-job training process supplemented with supplemental related technical instruction. The apprentice learns on the job under the supervision of the foreman or a journeyman the

various work processes compiled by the Montana State Apprenticeship Council, the use of tools, materials and equipment in the trade. He receives essential supplemental and related instruction in classroom or laboratory of the public schools or the industry concerned. Courses of such instruction are prepared by the local public schools to meet the individual's needs and is continually brought up to date through the use of advisory committees. The supervisor of Trade and Industrial Education of the Montana Department of Public Instruction keeps the public schools informed of the active status of apprentices. He approves payment of some financial assistance to the schools conducting approved organized courses of instruction. Satisfactory progress in supplemental and related instruction is necessary for the apprentice to qualify for his completion certificate awarded by the State Apprenticeship Bureau.

Earnings

The apprentice is paid while learning. If his work is satisfactory, he receives increasingly higher wages over the period of apprenticeship with an average starting wage of about 50% of the journeyman's rate. Increases average approximately 5% each six-month period of satisfactory work.

Term of Apprenticeship

The term or length of apprentice training may vary from two to five years in standardized occupations. However, there are several occupations that require a greater period of time than five years of apprenticeship to master. This depends solely on the occupation involved. The usual period of apprenticeship is four years (please refer to list of apprenticeable occupations in this bulletin).

Contract or Agreement Essential

An essential part of the system of apprenticeship is a contract or agreement between the employer and apprentice drawn up in accordance with Federal and State Apprentice Regulations. It governs the terms and conditions of employment and training and serves to protect the rights of both parties. In case of a minor, it is necessary to obtain the signature of either parent or guardian to legalize this agreement or contract.

Basic Principles

Good apprenticeship programs adhere to certain basic principles regardless of varying local requirements.

All-Around Training

The apprentice is entitled to train in all the skills to obtain all the information expected of a well-qualified journeyman. A well-organized sched-

ule of work processes, plus a sound program of supplemental related technical classroom instruction is the basic formula for all-around training.

Effective Controls

During the hours of work the apprentice's activity is under the immediate control of the employer, although some degree of control of his working conditions may be exercised by the joint labor-management apprenticeship committee or his labor union. The educational program of supplemental related technical classroom instruction is the responsibility of the state and local board of vocational education working in cooperation with the Apprenticeship Bureau.

Mutual Interests Safeguarded

A basic tenet of apprenticeship is that the respective rights of the apprentice, employer, employee organization and manpower requirements of the State, at large, must be protected through cooperative effort in operating the program.

Local Responsibility

Apprenticeship training takes place in all communities of the state where apprentices are, or can be, employed. It is a local responsibility. No town is too small to have a registered apprenticeship program. Assistance may be secured from outside sources, but in the last analysis, success or failure of a training program will depend largely upon the interest and efforts of employers, unions, and trade associations. The local Joint Apprenticeship Committees representing both labor and management bears much of the responsibility of keeping the program in line with the needs and with accepted training practices of the trade.

COUNSELING PROSPECTIVE APPRENTICES

A student who is thinking of going into apprentice training often comes to the Counselor and guidance director for advice. He or she asks such questions as the following:

- a. Should he or should he not go into apprenticeship?
- b. What are the future prospects of the trade of his choice?
- c. Does he have the necessary aptitude for a given skilled trade?
- d. How does one get into apprentice training?
- e. Where can he obtain further information about the apprenticeship program?

Before a counselor and guidance director can assist such students, he must have an understanding of the apprenticeship system, particularly as

it operates on the local level, but he must also better understand and be prepared to explain the overall benefits from a statewide and national basis. He must know something of the opportunities and various skilled trades and must be acquainted with further sources of information from which he can refer students. The counselor or guidance director himself may first need to turn to such sources as this publication for information and assistance before attempting to counsel a student. In addition, he may wish to contact instructors of Industrial Arts and Trade Classes, officials of Labor Unions, Officials of Employer Organizations, and Montana State Employment Service, the principal of your regional vocational technical school located in your particular area, the Montana State Apprenticeship Bureau, 1331 Helena Ave., Helena, Montana 59601. All of these contacts can and will add add to your knowledge and make you better qualified to counsel on the skilled trades and apprenticeship training.

Vocational Planning

Whether an individual is considering an apprenticable occupation, a professional or a sales or clerical career, he or she should consider three principal factors in making their vocational plans; namely, his or her **ability, interest, and opportunities**. The counselor's role becomes one of helping the student to appraise himself in terms of these factors and upon the basis of the available evidence to make the best possible decision. The basic tools and techniques used in assisting students with their education-vocational plans are the same regardless of the individual's ultimate choice in field of work. Accumulative records, tests, school grades, family background, school activities, work experience, information regarding employment opportunities, industrial and occupational trends, and educational facilities—all of these types of information are useful in helping to determine the craft to pursue. These are factors or counseling aids which will be especially significant in counseling students interested in apprentice training.

1. **INDUSTRIAL OR PRACTICAL ARTS COURSES.** Such courses afford students an opportunity to explore their aptitudes and interests along mechanical lines as well as to acquire elementary knowledge, skills, and appreciation of this field.
2. **VOCATIONAL COURSES.** Students who show promise in industrial arts courses and other individuals who desire to enter into a skilled trade program should be encouraged to enroll in trade classes in the vocational-technical schools or technical institutes. Such experience provides evidence of whether an individual has sufficient general intelligence and mechanical aptitude to succeed in this field. This additional training usually will be accepted by the apprenticeship committee and credit given toward fulfillment of the apprenticeship requirements.
3. **TESTS.** Tests of mechanical aptitude, when used in conjunction with scholastic aptitude and achievement tests, are another means of assessing

a student's suitability for the mechanical field of work. They add objective data to the picture of this individual and show the student where he stands in comparison with others and serve to confirm or reject prior judgments or assumptions. Tests are not infallible but when properly used and interpreted, they assist the counselor and the student towards working out together a feasible plan of action for the student to follow. The testing services of the Montana State Employment Service are always available to assist counselors and guidance directors to establish the ability of a student to select the proper trade or occupation in which he may wish to train. These tests are utilized extensively by both industry and Joint Apprenticeship Committee representatives to properly screen all candidates for apprenticeship.

4. **HOME AND FAMILY BACKGROUND.** The possible effect on the student of family background and influence should not be overlooked. A marked tendency exists among both parents and students to over-emphasize the attractiveness of certain professional and semi-professional occupations and to overlook the opportunity for satisfaction, financial reward, and advancement in many of the skilled trades. The factors of incentive, encouragement, and interest which may derive from the student's home situation are important with the counseling process and the counselor should be prepared to help the student and his parents give realistic attention to them.
5. **HOBBIES AND OTHER ACTIVITIES.** Information on the student's out-of-class activities, hobbies, and other leisure-time pursuits may furnish clues to abilities and interests related to the mechanical field.
6. **WORK EXPERIENCE.** Actual experience on a job involving mechanical knowledge and practice is one of the best means of discovering aptitude for this kind of work. Unfortunately, many students who come to the counselor for assistance have not yet had an opportunity to acquire such experience and to test themselves out. The counselor can urge and assist such students to find employment of this nature after school hours or during school vacation through a part-time apprenticeship program.
7. If a student and counselor have gone over the above six paragraphs thoroughly, it will give the student an excellent knowledge of himself and make him better qualified to talk to an employer. This will make him more acceptable to industry.

Qualifications

Apprenticeship provides the skills, technical knowledge, and aptitudes that are needed to become a skilled craftsman. The particular skills and knowledge vary for each trade, but all require ability to make, assemble, operate, and maintain things with skilled hands. Therefore, one qualification is the ability to work with one's hands in conjunction with one's mind.

The skilled craftsman also must plan, lay out, and organize his work. This requires the technical knowledge of the mathematics and sciences that apply to the jobs of his particular trade as well as the ability to make sketches and simple drawings. Pride in workmanship is an important factor for a successful craftsman and the apprentice must, therefore, have a real interest in the occupation he is learning and a desire to become a master craftsman who can take pride in his work.

The particular trade for which a student is qualified will depend on the type of skills and the amount of technical knowledge required and the abilities and interests of the student. No hard and fast rules can be laid down, but in general, above-average mechanical aptitude, average intelligence and sincere interest in the occupation will provide for success in a skilled occupation. The personal characteristics which make for success in any field of work are no different for the craftsman.

Advancement

When the apprentice completes his program, he is graduated as a journeyman and receives journeyman wages. Many men continue to advance to supervisors, foreman, and superintendents. Others, after a few years as journeymen, go into business for themselves as contractors and shop owners. Still others progress into technician and engineering work. In fact, the opportunities for advancement are many and varied, depending on the individual's abilities, attitudes, ambitions, and willingness to continue to learn through observation, evening courses, trade literature, and professional trade organizations. We are fortunate in having authorized evening programs of adult education in the public schools. These programs may provide the opportunity for the journeyman to continue his training and education in both skills and technical knowledge. There are also many opportunities in the community colleges to develop technical abilities.

QUESTIONS FREQUENTLY ASKED BY STUDENTS

1. Where Does An Applicant Apply for Apprenticeship?

- (1) Apprenticeship committees in his community.
- (2) Employer's office.
- (3) A labor union office.
- (4) Office of the State Employment Service (local).

2. Are Apprenticeship Programs Union?

No. Many outstanding programs are jointly operated by unions and management, but programs do not have to be affiliated with a union.

3. What Happens After the Applicant Is Accepted?

The program sponsor (employer or committee) requires that the applicant sign an apprenticeship agreement which incorporates the apprenticeship standards as a part thereof. The agreement and standards specify the apprentice's terms of apprenticeship, wages he will receive, work processes he will be taught on the job, and instructions in regard to the supplemental technical classroom instruction.

4. How Often Is the Apprentice Evaluated and Moved Up Into the Next Period of Apprenticeship?

Most apprentices are evaluated each six months. If this period is successfully completed, the apprentice is advanced into the next period with his pay increased accordingly.

5. What Is the Basis for Advancing an Apprentice and What Increase in Pay Is Received?

An apprentice is advanced on the basis of: His job progress and deportment as indicated by the journeyman, job foreman, or employer, and his regularity of school attendance and progress as reported by his class instructor. The passing of a promotional examination is also often required when there is a joint apprenticeship committee. An apprentice's average starting wage is approximately 50 per cent of the journeyman's wage, and is increased periodically upon verification of satisfactory progress.

6. What Evidence Does the Apprentice Have to Show that His Apprenticeship Is Completed?

If the program sponsor certifies that an apprentice has carried out his training program satisfactorily, he is awarded a Completion Certificate by the Montana State Apprenticeship Council.

7. Does the Completion of a Registered Apprenticeship Produce an Acceptable Craftsman?

Yes, if the apprentice has developed and maintained the proper attitude toward his trade, fellow workers, foreman, employer, and has learned to follow orders in an intelligent manner. The apprentice's adaptability and sincerity toward learning his trade is usually apparent to the employer and apprenticeship committee early in the training program, and those who do not have the necessary qualifications are eliminated during the probationary period. With the guidance and supervision provided by Montana's registered apprenticeship program sponsors, it is rare to find an apprentice who has completed his training and is not a fully acceptable craftsman.

8. What Is the Probationary Period?

Apprenticeship standards provide for a specified period of time, after the apprentice has been indentured, during which time the apprenticeship agreement may be cancelled by either the apprentice or the program sponsor, notifying the other party to the agreement.

9. What Is the Usual Probationary Period During the Term of an Apprenticeship?

Apprenticeship standards provide for a specified period of time, ranging from the first thirty days up to twelve months of the term to be a probationary period.

10. What Are Some of the Opportunities for Advancement After a Journeyman has Completed His Apprenticeship?

1. He may become a foreman in charge of a crew.
 - (a) In most localities, small jobs are run by working foremen.
 - (b) On large jobs, foremen do supervisory work only.
2. He may become an estimator for an employer.
 - (a) He estimates labor and material costs to enable an employer to bid on job orders or the work of a construction project.
3. He may advance to a job as superintendent over a large plant or project.
4. He may become an instructor in a trade or vocational school.
5. He may become an industrial salesman.
6. He may become a labor leader.
7. He may become a self-employed.

11. How Do Local Apprenticeship Programs Operate?

The program functions through local labor-management joint apprenticeship committees, so called because they are composed of equal representation of employers and employees. There are at present approximately 30 voluntary local joint apprenticeship committees throughout the State of Montana.

12. What Is the Function of the Local Labor-Management Joint Apprenticeship Committee?

The local joint apprenticeship committee works to coordinate in setting up minimum apprenticeship standards, developing work experience processes, apprentice wage rates, overall working conditions that are included in such regular-type standards for approval and registration by the Mon-

tana State Apprenticeship Council. When the standards have been approved and registered with the State Council, the local committee has the authority to establish and carry out the training program. When changes are necessary in the standards, the local Joint Apprenticeship Committee requests modification. Such modification, when approved and registered by the Montana State Apprenticeship Council, becomes the established rules and regulations governing these standards.

13. Who Manages the Local Program?

A local program needs the coordinated support and effort of four separate agencies:

- (a) Employer or employer's organization.
- (b) Employees' organization.
- (c) Local Public School and Trade and Industrial Education Service of the Montana State Department of Public Instruction.
- (d) The State Apprenticeship Bureau.

14. What Are the Age Limits for Apprentices?

Section 41-1204, Part 4 of the Apprenticeship Law states that apprentices shall not be less than 16 years of age. However, employers, management and labor, through their respective joint apprenticeship committees, often establish maximum age limits. Most trades require that an applicant be a high school graduate.

15. What Trades Are Apprenticeable?

There are a great number of occupations which are classified as apprenticeable by the Apprenticeship Bureau. The trades that are usually apprenticed in Montana are listed in this bulletin.

16. What Is a Journeyman?

A journeyman is a trained worker who can perform the work of his trade with a minimum of supervision. He is entitled to receive standard journeyman's wages for this work performed. He, more than likely, will have gone through a bonafide and registered apprenticeship program. It has been our experience in Montana, that the majority of skilled journeymen are those who have served an apprenticeship and their extra capabilities and qualifications are reflected by virtue of their apprenticeship.

17. What Is the Legal Definition of the Term "Apprentice"?

The term apprentice, as used in the Montana Apprenticeship Law, means a person who is at least 16 years of age and has entered into a written agreement in accordance with Section 41-1201 to 41-1206, Revised Codes

of Montana. This agreement is called an apprentice agreement with an employer or his agent, an association of employers, an organization of employees, or a joint apprenticeship committee representing both. The term of apprenticeship for each apprenticeable occupation shall be approved first by the Apprenticeship Bureau, and in no case shall provide for less than 4,000 hours of reasonably continuous employment in an approved program of training through employment and education in related and technical supplemental subjects. Most of the standardized programs call for 8,000 hours or four years.

18. What Can I Do If the Employer Does Not Have a Registered Apprenticeship Program, But Is Interested in Establishing One?

Have him contact the Montana State Apprenticeship Bureau, 1331 Helena Ave., Helena, Montana 59601. This agency will provide assistance and guidance in establishing and conducting apprenticeship programs.

19. Does the Federal Bureau of Apprenticeship and Training Have Offices In Montana?

Yes, they have offices in the following locations:

Helena	Great Falls
--------	-------------

20. Can a Person Obtain Information on Apprenticeship by Contacting the Local Office of the Montana State Employment Service of the Employment Security Division?

Yes, any of the offices in the following locations:

416 East Park
Anaconda, Montana 59711

427 First Ave. E.
Kalispell, Montana 59901

624 N. 24th Street
Billings, Montana 59101

324 W. Broadway
Lewistown, Montana 59457

234 E. Main
Bozeman, Montana 59715

314 California Ave.
Libby, Montana 59923

206 W. Granite
Butte, Montana 59701

123 E. Callender
Livingston, Montana 59047

116 E. Main St.
Cut Bank, Montana 59427

122 2nd Ave. S.
Wolf Point, Montana 59201

124 S. Montana St.
Dillon, Montana 59725

715 Front Street
Helena, Montana 59601

103 Mill Street
Thompson Falls, Montana 59873

238 Second Ave.
Glasgow, Montana 59230

211 S. Kendrick
Glendive, Montana 59330

1018 7th Street S.
Great Falls, Montana 59401

333 Main Street
Hamilton, Montana 59840

416 First Street
Havre, Montana 59501

12 N. 10th Street
Miles City, Montana 59301

539 S. 3rd Street W.
Missoula, Montana 59801

Salish Hotel Bldg.
Polson, Montana 59860

402 First St. So.
Shelby, Montana 59474

120 S. Central
Sidney, Montana 59270

21. What Are Some of the Most Popular Crafts Apprenticeable in Montana?

The following apprenticeable trades have programs now registered with the Montana State Apprenticeship Council:

Aircraft Mechanic

Auto Body & Fenderman

Auto Mechanic

Auto Mechanic—Heavy Duty

Baker

Boat Builder

Blacksmith

Boilermaker

Bookbinder

Bricklayer

Business Machine Mechanic

Butcher

Cabinet Maker

Carpenter

Cement Finisher

Combinationman

Cook or Chef

Dental Technician

Diesel Mechanic

Draftsman

Elect. Inside

Elect. Linesman

Elect. Motor Repair & Maint.

Farm Equipment Mechanic

Floor Coverer

Glazier

Installer

Gunsmith

Iron Worker

Jewelry Maker & Watch
Repairman

Lather

Lens Grinder

Lithographer Pressman

Machinist

Mailer

Meat Cutter

Millwright

Moulder

Motor Boat Mechanic

Motorcycle Repairman

Operating Engineer

Orthotist

Painter

Partsman

Patternmaker

Photo Engraver

Pipefitter

Plasterer

Plumber

Pressman

Printer

Radio & TV Repairman

Roofer

Sheet Metal Worker

Stationary Engineer

Sign Painter

Stereotyper

Stone Mason

Tailor

Telephone Linesman

Testboardman

Tilesetter

Typographical Draftsman

Upholsterer

APPRENTICESHIP

Apprenticeship is an organized formal system of on-the-job training supplemented by related technical instruction in which the apprentice "learns by doing" and "earns while he learns."

It is a joint effort of management, labor, and government to insure industry's needed lifeblood through perpetuation of the skills of the crafts.

It operates under written standards agreed to by employers, journeymen, and apprentices. The apprentice gets from the journeyman his skills and know-how.

A journeyman certificate earned via an apprenticeship is equivalent to a college degree.

